

Lesson Plan Title: Reduce, Reuse, Recycle!

Common Core English Language Arts (ELA)- Grade 3 Alignments

- CCSS.ELA-LITERACY.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- CCSS.ELA-LITERACY.L.3.4.A- Use sentence-level context as a clue to the meaning of a word or phrase.
- CCSS.ELA-LITERACY.SL.3.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.3.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Danielson Framework Competencies

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

Student Identification:

Name: XYZ

Age: 9

Grade: 3

Hearing loss: Bilateral, moderate, conductive hearing loss.

Auditory Memory Goal: Student will recount or describe key ideas and content specific terms from a text read aloud, information presented orally, or through media.

Lesson Objectives:

- Student will match ecology vocabulary words to their corresponding definitions.
- Student will actively research ecology terms and demonstrate hands-on understanding of a variety of environmental issues that impact their community.

Materials:

→ Ecology Word and Meaning cards

- Reduce, Reuse, Recycle! graphic organizer
- Ipad for Brainpop Video

Vocabulary:

- Reduce
- Reuse
- Recycle
- Natural resource
- Environment
- Renewable Resources
- Conservation

Anticipatory Set: Provider will have an empty jar of Talenti ice cream and will ask student, What are some other ways we can use this jar again? Provider will write down student's responses as language samples. We will then discuss the term reuse and recycle. To recycle means to use again or make into something different. For example, bottles can be melted and formed into new bottles; paper can be shredded and made into new paper. When we recycle, we protect our resources and reduce pollution.

Instructional Sequence:

- ❖ Provider will ask student for examples of items he uses regularly that come in bottles and cans and for examples of the kinds of paper he uses every day.
Possible Responses: juices, notebook, sauces, magazine, etc.
- ❖ Inform student that he can also recycle his hearing aid batteries and explain that batteries contain zinc that is toxic and should not be thrown out with our waste. Provider will tell student that they will begin to recycle their batteries and so that the toxic metals can be removed and sold for reuse. Inform student we are going to learn about reducing, reusing, and recycling things we use everyday.
- ❖ Provider will distribute ecology words and meaning cards to student and give him a few minutes to try to pair each word with its corresponding definition using his background knowledge and inferencing skills.

- ❖ Watch brainpop video on recycling and discuss video. What can we do make sure that we are recycling properly?
- ❖ As provider and student discuss his responses, the student will place the meaning cards next to the correct corresponding word cards.
- ❖ Provider will reinforce the concepts by encouraging student to brainstorm ideas and write them on his mini whiteboard of how they can reduce, reuse, recycle and conserve our resources to help the environment.
- ❖ Student will then select an ecology vocabulary word of their choice and complete their graphic organizer where they have to go back to the brainpop video and find where they discussed the term, provide the definition, three examples, and create a short rap about the term.
- ❖ As an extension the student and provider can play an ecology memory game where the terms and definition cards are faced down and you have to find its match

Assessment:

Data Chart for Hearing Providers

Student Name: _____
I.D.: _____

D.O.B: _____
Mandate: _____

Date	Target Goal (Language, Auditory, Pragmatic)	Activity	Quantitative Data (+/-/%)	Qualitative Data (Notes)	Prompts
	Auditory Memory: Student will recount or describe key ideas or details from a text read aloud or information presented orally.	Reduce, Reuse, Recycle	How many new ecology words was the student able to recall? /10	Subjective Objective Assessment Plan	Which prompts were used?

Handouts:

**renewable
resources**

**natural
resources**

reuse

recycle

Term: _____

Definition: _____

Example 1: _____

Example 2: _____

Example 3: _____

Lines for the rap/chant:
